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ABSTRACT

Skill training, related academic subjects, job orientation, counseling, and attitudinal modification are at the core of the Work Opportunity Center (WOC) program. All energies are focused on assisting each person as an individual deserving of every opportunity for success. Specific procedures to carry out this goal include personalized scheduling, motivational devices, and skill training. The methods and materials used are illustrated through the presentation of two case studies. The results of a WOC Student Follow-up Questionnaire are given. Data indicates that most participants felt that the WOC provided valuable experiences. The measurement and modification of attitudes as done in the WOC is discussed. Results of a study utilizing an adjective checklist are given. Seven areas of concern regarding student attitude are discussed: (1) need for clear goals, (2) social problems, (3) emotional problems, (4) specific personal needs, (5) classroom oriented needs, (6) school oriented needs, and (7) pace. The observations and procedures of the WOC in the areas above are listed. The report ends with plans for the following quarter. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

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QUARTERLY

TECHNICAL REPORT

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WORK OPPORTUNITY CENTER

FOR

MINNEAPOLIS, MINNESOTA

TWELFTH QUARTERLY TECHNICAL REPORT

1 February 1969 - 30 April 1969

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1 May 1969

INTRODUCTION

This report is submitted in compliance with stipulations stated in the schedule of Grant Terms and Conditions. The report is the eleventh in a series reviewing the research and activities of the Work Opportunity Center. A brief overview of our objectives, and the procedures used to implement them, is presented for the benefit of readers not familiar with the purpose of the project.

REPORT SUMMARY

Two case studies are reproduced in this report. The student in each of the studies is in some ways typical of his peers, but in great part a unique person striving for success. In the presentations, an effort is made to portray the problems, what was done to solve them, and the teacher's evaluation of the student's progress. The areas selected for this report are Marketing and Merchandising and Sewing.

A questionnaire was mailed to a selected sample of our "alumni" in which each one was asked:

- to state his purpose in coming to WOC,
- how the Center helped him in his purpose,
- what they liked most about our program,
- how WOC experiences relate to their present occupation.

Ninety-seven responded to the questionnaire. Their responses were extremely positive, and the suggestions for improvement of services insightful and practical.

"Attitudes: Their Measurement and Modification" was the title of a symposium presented at the 1969 Convention of the American Personnel and Guidance Association. A member of the Center staff described the validation

of the "Adjective Check List" designed at the Center. One of the counselors outlined the intermediate variables that are hypothesized as effecting change in student attitudes toward self.

The Report concludes with a brief outline of the projects and activities planned for the quarter: 1 May through 31 July, 1969.

OVERVIEW

Objectives and Their Implementation

Skill training, related academic subjects, job orientation, counseling, and attitudinal modification are at the core of the Center program. All energies are focused on assisting each person as an individual deserving of every opportunity for success. This principle is translated into a number of specific procedures.

1. Outreach: seek out youth who could benefit from the Program.
2. Personalized schedule: individualized course work to be completed at a pace set by pupil and teacher.
3. Motivational devices: techniques aimed at the satisfaction of student needs as they relate to learning.
4. Curriculum development: design, conduct, and evaluate new approaches to subject matter. Share these with other schools of all types.
5. Counseling: provide supportive counseling as student progresses in his work. Help him to know himself.
6. Work attitude orientation: what is required of a good employee.
7. Skill training and related subjects.
8. Job placement and follow-up.
9. Referrals: each student should have the opportunity to obtain needed help whether at the Center or from other agencies.
10. Continuous evaluation: study the effectiveness of every phase of operation. Share meaningful results with the community.

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SUCCESSFUL METHODS AND MATERIALS ILLUSTRATED THROUGH CASE STUDIES

In previous Quarterly Reports a survey was made of all Center areas. Each survey contained:

- a description of the area,
- student characteristics,
- successful techniques,
- and teacher comments.

In this publication, and in subsequent ones, the above information will be translated into real-life situations through a series of case studies. Each study will include:

- a description of the student,
- the "problem" presented by the student,
- the approach taken toward solution of the "problem,"
- results of the technique,
- and a statement of prognosis.

The case studies were written in the summer of 1968 by the instructors and reflect their style and procedures. Only minor editing has been done.

SALES AND MARKETING TRAINING

J. Boyer
Instructor

J. Abrahamson
Coordinator

General Information

This young lady, 18 years of age, lives at home with her mother and infant child. The home is a neat, well-kept frame dwelling on a main street of the inner city.

The student was enrolled in a course in drycleaning counter training and cashiering from November 30, 1967 through March 1, 1968. She received both individual and small group instruction. Her attendance during this

time was excellent. She was very seldom absent and devoted four to five hours daily to practical work and study in this technical area.

Methodology

During part of her training she held a Neighborhood Youth Corps job at the dry cleaning counter in the Work Opportunity Center. She worked with clothing intake, handled money, tabulated figures and tickets each day, ticketed clothing, sorted clothing, and completed dry cleaning transactions. Occasional reading assignments were given. At times she showed signs of immaturity and lack of responsibility.

However, she demonstrated an ability to work with other persons and to direct their activity in counter training. She also helped new students.

With the consent of the student, arrangements were made by the instructor, Mr. Boyer, and the work coordinator, Mr. Abrahamson, for placement in a dry cleaning outlet and plant within two blocks of her home. This was a part-time job during the afternoon. The girl expressed great eagerness about the job. Hours of work were Monday through Friday, one-o'clock to six o'clock, and Saturdays from one to five-thirty. She did not ask about wages. Her salary at the WOC was $1.40 an hour limited to fifteen hours weekly. Her new job would pay $1.65 per hour for slightly less than thirty hours weekly. She expressed interest in attending WOC during the morning hours.

The employer was apprised of the fact that all may not go smoothly. He was told about the good qualities of the girl as well as her demonstrated weaknesses.

On February 27, Wednesday, the coordinator made arrangements with the student to meet her at 12:30 to take her to her job. At 12:30 the student was not at the appointed spot. The coordinator located her even though she was trying to evade him. She said she did not want to go to work and

mentioned how comfortable she was at WOC. Future earnings were no incentive. She was finally persuaded to go to work, and several of her friends came along for moral support.

The coordinator introduced himself to the owner of the business, met with the student's immediate co-worker and supervisor, and discussed work expectations. He also explained the procedures to use to assure constant supervision and help from the school.

The student briefly discussed her first day's work with her instructor the following day, and she expressed a liking for the job. She told of the differences between the school store and her job. She seemed to show some pride in being a "worker."

On the second day, February 28, she was twenty minutes late to work. The third day she was not at work in order to attend the funeral of a cousin, and the following Monday she was out ill. Tuesday the student did not come to school. The coordinator solicited the help of several of the girl's friends to help locate her. Personal visits were made to her home, homes of friends, and several other locations. Her mother was deeply concerned and went to the place of her employment to find her daughter. The student had called in to say she was at her doctor's office. No verification was requested. She was aware the following morning of the efforts to contact her.

She was advised by the coordinator that she was trained, had demonstrated ability, could attend school mornings, but must be at work to continue her in-school training. This approach was made after consultation with personal services and her instructor.

For several days she attended work although she was late about 20 minutes one day. As of this date she has attended work regularly and promptly. The coordinator frequently checks on her attendance and performance.

Prognosis

The young lady needs help and ego-support to enable her to function in her daily activities. Through a gradual weaning process she may be able to continue on her own as a mother and wage earner.

SEWING

Bess Shelso
Instructor

General Information

In this case study we focus on a young man who came into home economics from the drycleaning area to learn simple alterations required in a dry cleaning establishment. He stated that his goal was to own a dry cleaning shop by the time he is twenty years old (he is now seventeen). He has a tremendous amount of drive, is enthusiastic, cooperative and dependable. Besides going to school, he works full-time washing dishes in a downtown hotel and is completely self-supporting.

Treatment

The student was instructed in the operation of the sewing machine by giving him short individual demonstrations. In a brief period he had mastered the threading, adjusting, stitching and care of the machine. He became so proficient that he volunteered help to other students. This gave him both pride and pleasure.

His mechanical aptitude enabled him to stitch straight, and the praise he received gave him confidence in his own worth. He expressed his creative ability by designing and making an apron to be used in his work.

In working with him entirely on an individual basis, it was found that verbal explanation was often not effective. He had to be shown a procedure several times in order to comprehend it. He stated that he is learning because the teacher can be with him constantly and can show him what to do.

To help develop a better understanding of what was discussed in class, he and the teacher would write an information sheet and he would then type it. He is keeping the sheets for reference.

He constantly seeks praise. The smallest accomplishment, done well, is praised by the teacher. This makes him feel good about himself and he works very hard to better his previous performance. He is so interested that he sometimes spends three hours a day in class.

Results

During the six weeks that he was in the department, he learned to operate and care for the sewing machine, designed and made three work aprons; designed, bought material for, and made a beach bag for his girl friend; and selected and tested a shirt pattern for himself. When completed, the shirt was an example of very good workmanship. Besides his sewing projects he has learned how to shorten trousers, sew on buttons, make buttonholes, and mend leather gloves.

Students have brought in garments for him to repair. In one week he shortened three pairs of slacks, and mended gloves. He earned $5.00 for these services. As a result of this, we talked about his finances and he took the first step in preparing a personal budget.

Other discussions and comparative shopping trips resulted from a need to select and purchase Christmas gifts. He would bring in each gift and prove why he thought it was the best bargain.

In caring for clothes he has learned how to sort clothes and launder a family wash, remove simple stains and how to shine his shoes. He now comes to school well groomed, clothes pressed and shoes shined. We often praise his choice of colors and personal appearance.

Prognosis

In the six weeks this student has learned and accomplished a great deal. He has achieved a positive feeling about himself. He states that should the occasion arise, he will be able to support himself by altering clothes.

A WOC STUDENT FOLLOW UP QUESTIONNAIRE

January 1, 1969

by Roy E. Almen
Assistant Director of Research

INTRODUCTION

In a recent research study of student perception of self, a short questionnaire was included in the mailing in order to obtain follow-up information and opinions concerning:

(1) student purposes in coming to WOC

(2) ratings of WOC "Helpfulness" in:

- fulfilling their (stated) purposes
- planning their futures
- earning high school credits
- learning job skills
- improving math or reading skills
- solving personal problems
- getting a job

(3) what former students liked most about the Center

(4) ratings of WOC's worthwhileness in relation to other schools attended.

To obtain information on (1) and (3) above, former students were asked to respond to open-ended questions. A rating scale was devised to gather the data for (2) and (4). The questionnaire was purposely kept to a length of one page since it was felt that excessive length would discourage students from responding to it.

The questionnaire was mailed to 270 former students, and 97 (36%) completed forms were returned. Although this percentage of returns is low, it is to be noted that the mobility rate of WOC students (those who have moved, cannot be located, or do not respond to persistent outreach efforts) is high - on the order of 20% of withdrawals. In addition, an appreciable number are notably lacking in verbal and reading abilities and are reluctant to expend effort on tasks requiring these abilities. Thus, no claim is made that the sample is totally unbiased. However, the results presented in this report should supply feedback information having some measure of utility and validity.

The respondents ranged in age from 16 to 21 at the time of their WOC attendance. The median age was 17½ years (25% were 16, 36% were 17, and 23% were 18). The 97 were classified as being in grades 9 through 13 with 48% being tenth graders and 31% eleventh graders. The average attendance period of the group was approximately 3 months at the Center and the average rate of attendance was 42%.

The data obtained are tabulated on the following pages and follow the format of the questionnaire. A few statistical notes are included where applicable below the tables.

WOC STUDENT FOLLOW-UP

NAME _____ Date _____

Directions: Check (✓) or answer briefly.
Please be honest with us and yourself!

1. What was your purpose in coming to WOC?

_____

_____

_____

2. How much help was WOC to you in:

	Didn't need help, or didn't seek it	No help at all	A little help	Helpful	Very, very helpful	
(a) fulfilling your purposes (above).....	☐	☐	☐	☐	☐	(Check one)
(b) planning your future?.....	☐	☐	☐	☐	☐	(Check one)
(c) earning credits?.....	☐	☐	☐	☐	☐	(Check one)
(d) learning job skills?.....	☐	☐	☐	☐	☐	(Check one)
(e) improving math or reading skills?.....	☐	☐	☐	☐	☐	(Check one)
(f) solving personal problems?.....	☐	☐	☐	☐	☐	(Check one)
(g) getting a job?.....	☐	☐	☐	☐	☐	(Check one)

3. What did you like most about the Work Opportunity Center? _____

_____

_____

4. Consider all the schools you've attended. How worthwhile was W.O.C. to you? (Check one)

- ☐ W.O.C. was a waste of my time.
- ☐ W.O.C. had a little worth and value to me.
- ☐ W.O.C. was worthwhile.
- ☐ W.O.C. was very valuable and very worthwhile to me.

SUMMARY OF RESULTS

Ninety-seven former WOC students responded to a short, follow-up questionnaire sent out in January of 1969 as part of a larger research study of student self-attitude changes. The responses indicated that among these former students 51% came to WOC with diploma or credit earning aspirations, 33% came desiring job skill training or jobs, and another 10% said WOC was the last educational option available to them.

Ninety-one of 97 students made 114 responses stating their "likes" about the Work Opportunity Center:

- 45% of the comments mentioned freedom, independence, minimal rules, relaxed atmosphere, adult-like treatment afforded, or opportunities to direct their own education.
- 26% liked the sincerety, friendliness, helpfulness, humaness, or personal interest shown by teachers and staff.
- 10% liked the curriculum -- courses, hours, options, teaching methods, individual instruction.
- 9% mentioned specific course names.

The former students were asked how much help WOC had been to them in seven areas of "helpfulness." An average of 81% responded to each area along a 4-point scale (no help, a little help, helpful, very, very helpful). Of the remaining number an average of 16% did not seek the specified helps or did not need them and 3% did not respond. If we dichotomize each scale into <u>helpful</u>/<u>not helpful</u> categories, the results

indicate that WOC was significantly helpful (rated either "very, very helpful," "helpful," or "a little help") to most of the 97 students. The table below summarizes the percentages of responses along a helpful/ not helpful dichotomy:

Question: How much help was WOC to you in:	Helpful % of 97 rating WOC "very helpful," "helpful," or "a little help"	Not Helpful % of 97 rating WOC "no help at all"
a) fulfilling your purposes (above)	* 74%	18%
b) planning your future?	* 62%	26%
c) earning credits?	* 50%	28%
d) learning job skills?	* 73%	16%
e) improving math or reading skills?	40%	31%
f) solving personal problems?	* 51%	27%
g) getting a job?	37%	37%
Mean	55%	26%

* significantly larger ($P < .02$).

Finally, the questionnaire asked the former students to consider all schools they had attended and in comparison to rate the worthwhileness of their WOC experiences. Ninety-five percent felt WOC had "a little worth and value," "was worthwhile" or "was very valuable and worthwhile." A significant proportion (69%) rated WOC on the higher end of the scale: either worthwhile (39%), or very valuable and worthwhile (30%).

SELECTED RESPONSES TO "WHAT DID YOU LIKE MOST ABOUT THE WORK OPPORTUNITY CENTER?"

1. "It's not like a prison."
2. "I liked the people."
3. "You yourself are judge and you are not pushed into anything."
4. "The teachers weren't bugging me all the time."
5. "The freedom to do what you wanted to do."
6. "Didn't have people nagging you to finish your work."
7. "It helps you understand yourself."
8. "Putting the success of your development up to yourself."
9. "To be able to smoke. I didn't like working at my own speed because if they didn't care how fast I worked, either did I."
10. "Learning a good skill."
11. "Didn't have so many rules and you could be comfortable there."
12. "Every one is so extra friendly and willing to go out of their way to help you with anything. There's little pressure and more freedom."
13. "I like the Reading Center."
14. "The opportunity to better myself."
15. "The freedom and the friendly people."
16. "The feeling that you are not tied down or not being pushed and knowing it was own responsibility to do something..."
17. "The relaxed atmosphere."
18. "Each person there seemed to understand everything that you said. People helping people."
19. "The freedom to come and go. And it was fun, I didn't have to dress up."
20. "I liked everything but it's a waste of money for teaching some of us including me."

* ATTITUDES: THEIR MEASUREMENT AND MODIFICATION

ATTITUDE MEASUREMENT

by Dr. Michael P. Joseph
Research Director

Introduction

A self-perception inventory was designed to serve as a measure of student attitudes. Formation of positive attitudes is one objective of the Work Opportunity Center. This goal is one of the most difficult for schools to achieve and also one of the most difficult to measure accurately.

An individual most often behaves in accordance with his own self-image. Healthy, positive self-attitudes are generally characteristic of well adjusted people. To obtain a job and be successful in it, or to be a functioning student in a conventional school, an individual must manifest certain traits and maintain certain behavioral standards. Most dropouts demonstrate a clear need for attitudinal changes that will enable them to experience their fullest, and perhaps first, success in our competitive society.

Adjective Check List

The Adjective Check List was developed in an attempt to ascertain a student's attitude toward himself at a given point in time. This self-perception instrument contains 41 adjectives or "personality descriptors." As the student reads each one, he evaluates himself as never, sometimes, usually or always, exhibiting the trait in question.

The descriptors were selected from the literature as characteristic or not characteristic of students who succeed in the academic setting. The

* Papers presented at the annual convention of the American Personnel and Guidance Association, Las Vegas, Nevada, March 30 - April 3, 1969.

instrument includes 28 positive descriptors such as successful, efficient, or dependable, and 13 negative descriptors such as stubborn, lazy, or impatient. Academically achieving students most often rate themselves "usually" or "always" on positive descriptors and "never" or "sometimes" on negative descriptors.

Results of a Preliminary Study

In a preliminary study, a sample of Work Opportunity Center males completed the instrument and their responses were compared to those given by school achievers and non-achievers. The responses were scored. It was discovered that WOC students definitely characterized themselves as non-achievers do. Differences in the mean scores of WOC students and achieving students were significant at the .01 level.

Purpose of This Study

Assuming the Adjective Check List to be a valid indicator of self-attitudes and sufficiently sensitive to detect changes in such attitudes, the next question was: can any significant changes in self-perception be noted in WOC students as a result of their attendance at the Center? This study is an attempt to assess such changes among a sample of students.

METHODOLOGY

Sample:

The Adjective Check List is administered as part of the Orientation program. The data in this study includes a sample of 110 students tested during the period January 8, 1968 through December 13, 1968 and retested in January, 1969. The entire sample of 55 males and 55 females were at the verge of leaving the Center at the time of retesting. Some were

graduating, others were withdrawing to return to a conventional high school or to work full-time at a job secured for them by the Center.

The sample attended for a mean of 54 days, with a range of 6 to 175 school days.

The age classifications at time of initial testing include:

3	21 year olds	25	18 year olds
4	20 year olds	40	17 year olds
10	19 year olds	28	16 year olds

for a Mean of 17.37 years.

Results

The following null hypotheses were tested:

1. There is no difference in the pre-and post-test means for males, females, and total group on the positively toned items of the Adjective Check List.
2. There is no difference in the pre-and post-test means for males, females, and total group on the negatively toned items of the Adjective Check List.

On the positive items the difference in pre-and post-testing for:

Males was significant at the .05 level

Female was significant at the .20 level

Total group was significant at the .05 level

On the negative items there was no significant change for any of the three groups.

Additional information gleaned from the data:

1. No significant difference in attitude change between the 25% of total sample with longest attendance periods when compared

to the 25% with shortest attendance periods.

This finding is in agreement with the results of two earlier studies.

Gains on Individual Items

Items on which the males showed significant change between pre-and post-testing:

competent	logical
productive	responsible
thorough	confident
efficient	practical
dependable	contented
serious	reliable
an organizer	careful

The above items constitute 50% of the total of 28 positively toned items.

Items on which the females showed significant change between pre-and post-testing:

competent	confident
thorough	practical
serious	contented
logical	

The above items constitute 33% of the total of 28 positively toned items.

FACTORS AFFECTING ATTITUDINAL CHANGE

by Gordon W. Thillman
Counselor

This paper will focus on observations and procedures which have been developed during the past three years at the Work Opportunity Center. Seven areas of concern regarding student attitude are cited and discussed: (1) Need for clear goals: (2) Social problems; (3) Emotional problems; (4) Specific personal needs; (5) Classroom oriented needs: (6) School oriented needs; and (7) Pace.

In elaborating on each of the above stated concerns, both observations and procedures will be presented in an attempt to develop a cause and effect rationale.

The following procedures are, at most, only a cursory examination of efforts at attitudinal change at the Center. There are other variables at work which have been discussed in other reports emanating from the project.

I. Need For Clear Goals

Observations

1. Many problems students encounter in a conventional school are the outgrowth of student frustration and anxiety regarding the goals of the school curriculum. The course work offered in the traditional school setting has had little relevance to the needs and goals of many students.
2. Much of the student groping and unrest is the result of their lack of realistic and meaningful goals.

3. Often students have not had an opportunity to make plans or to look ahead.

4. Society's emphasis on a high school diploma has made an impact on the student's desires.

Procedures

1. Before the student has completed enrollment at the Work Opportunity Center he must choose a tentative plan he hopes to follow. Among the plans offered are:

   a. Technical training and job placement - under this plan a student is mainly interested in obtaining vocational training so that he can be placed on a job.

   b. Return to high school - this plan is for the younger students who feel that they want to return to the conventional school to complete work for a high school diploma.

   c. High school graduation - this plan is for the student who has one year or less of high school work to complete to obtain a high school diploma.

   d. General educational development tests (G.E.D.T.) preparation - this plan is for the older student, usually 18 years old or older, who feels that it would be unrealistic or impossible to return to high school to obtain a high school diploma. Instead the student plans to sharpen his skills so that he can obtain a high school equivalency certificate.

   e. Exploration - this plan is for the student who is unsure regarding the direction he would like to go and needs time to think about himself.

2. All course selection at the Center focuses on the plan that the student has selected and his particular needs with respect to the chosen plan. For example, if he chooses the return to high school plan efforts are immediately made to determine the courses he needs to select to earn high school credits and to eventually qualify for a high school diploma. Furthermore, if the student changes his mind regarding his plans or goals, he is encouraged to change his program to fit his new plans or goals.
3. In order to give a firm job orientation direction to all the plans students must take a technical training course in order to be enrolled in the program. One of the primary goals at the Center is to help make the student employable as soon as possible.
4. Whenever a student sees a counselor planning is involved. Moreover, students and teachers also have frequent opportunities to plan together. Often students are referred to the counselors by the teachers because of changes of plans discussed in the classroom or training area. Students, teachers, and counselors also work together to work out fine points of class scheduling. Together they agree on short and long term goals for each class or training course and consider the appropriateness of programs and schedules.
5. Materials used in the related subjects of English, math, social studies, and reading are selected and directed toward the student's vocational interests or personal goals.
6. Through checklists, charts, record books, and folders the students are kept apprised of their progress in each class toward their short and long range goals.

II. Social Problems

Observations

1. Students attending the Center often have been loners and have little ability or initiative socially.
2. They have not had the opportunity to enjoy a great deal of positive acceptance by their classmates.
3. They frequently have belonged to gangs which have given little positive direction to their lives.

Procedures

1. During the orientation program students new to the Center have an opportunity to meet and become acquainted with each other under the guidance of a social group worker and the counselors.
2. During the first two weeks of enrollment, which we have found to be a critical period with regard to holding power, students have an opportunity to meet frequently in groups with other new students under the direction of the social group worker and the counselor.
3. Up until recently the Center had a "student commons" area which served as a gathering place for the students to socialize.
4. In the classroom, teachers team up students in small groups for various projects and discussions. Also the classroom atmosphere at the Center is relaxed and informal allowing students freedom to get together and relate without difficulty. Students are allowed to browse and visit in the classroom. Class "breaks" are allowed and encouraged.

III. Emotional Problems

Observations

1. Students often seem aware of their problems but are unable to do anything about them. Furthermore, they find difficulty getting started toward their goals.
2. By the time students get to the Center many are suffering from serious emotional disturbances and generally have low opinions of themselves.
3. Student feelings of inadequacy rather than serve as stimulators toward achievement seem to act as depressors so that students tend to withdraw and refuse to compete.

Procedures

1. The tone of the Center's program is "low key" with regard to rules and regulations. Discipline problems do not occur.
2. Counselors and social workers are available to the students on a drop-in basis.
3. Rather than challenging the students the staff establishes a helping relationship. There is an emphasis on a "partnership in learning".
4. The staff attempts to accept each individual as a worthy person regardless of negative personality traits he may possess. The stress is on the positive aspects of the student's personality.
5. Both oral and written contracts are used by the counselors, teachers, and social workers to help the students get started toward their goals.
6. Social caseworkers and counselors are available for on-going help when indicated or requested. In addition, referrals to other treatment programs are easily made.

IV. Specific Personal Needs

Observations

1. Students need a coordinated approach from persons willing to help them with their problems.
2. Students frequently are disoriented with regard to the requirements of the world of work.
3. Schools and other agencies have been neglecting the students with regard to sex education. Further, seldom have students had an opportunity to consider in a personal way good health and grooming habits.
4. Students are continually asking for structure and guidelines.

Procedures

1. Frequently staff meetings focusing on plans to help a student are held with teachers, counselors and social workers. Occasionally good results have occurred when the student being staffed has attended the meetings.
2. Work coordinators, counselors, teachers, and social caseworkers work together to help students obtain work. In this regard students are given time to discuss and observe job requirements before placement. Hasty job placements are avoided.
3. There are weekly drop-in sex education group meetings conducted by the nurse and the group social worker. The nurse is basically responsible for presenting the anatomical and physiological facts and the group worker helps the students ask personal questions and discuss their concerns. In some cases individual attention is given to students who have special problems that need further discussion in private.
4. Personal grooming classes for girls and boys is very popular. Such topics as weight control, application of make-up, appropriate dress

and care of hair and skin are discussed and practiced.

5. In large meetings attended by both students and staff members, students, and on occasion staff members, have an opportunity to point up needs for guidelines. If guidelines cited seem reasonable and there is a general consensus that they are needed they are implemented.

V. Classroom Oriented Needs

Observations

1. Often students have not had an opportunity to demonstrate their capabilities while attending the conventional high school.
2. Because of their fear of criticism and rejection by both peers and adults, students in the past have been uncomfortable expressing themselves both orally and in writing in their classes.
3. It seems possible that the students who have had academic difficulties in the conventional school suffer from a lack of abstract thinking ability. They may need a stronger visualizing element in learning.
4. Many students suffer from a lack of reading skills but do have verbal understanding when approached on an oral basis.
5. Students need help in the classroom with organization.

Procedures

1. During the intake and orientation programs and during the two weeks following enrollment each student is studied carefully to determine specific academic needs. Former schools are contacted, records are received, some testing may be done, and teachers have individual conferences with students to determine areas where help is needed.
2. Because class size is kept small (10 students maximum) students are

given individual assignments geared to the level of needs and abilities.

3. Materials are graded for level of difficulty. Teachers encourage students to move to more difficult materials when success has been achieved with easier ones.

4. Most of the technical areas require very little reading or written work. The emphasis is on performance.

2. Students are encouraged to underline words or phrases and to cut sections of materials out of paperback books, newspapers, and magazines. The instructor then goes over the materials with the student.

6. Manikins, machines, and samples of products give the students the opportunity to touch and operate. Also, visual and sound aides are frequently used.

7. Teachers select sections from books rather than use whole books.

8. Students are encouraged to make written comments on what they read, discuss, and study. However, little correction is made on written work. Rather there is an emphasis on free expression without threat of criticism and rejection.

VI. School Oriented Needs

Observations

1. The students frequently feel that the conventional schools have treated them unfairly and seldom have given them any reasonable recourse other than to leave school. Further, many students at the Center have had a history of stormy relationships with teachers steming back to early elementary school.

2. Students often have been seen by virtue of their behavior and cultural

background to be "negatives".

3. Students want to have control over their destinies and want a part in school decision making and want to assume responsibilities for themselves. They need to be involved in the organization of the school.
4. Students have suffered from a lack of positive rewards. The conventional rewards of grades and adult approval are not available nor effective for them.

Procedures

1. As indicated earlier there is little emphasis on rules and regulations at the Center. The students are not provided with targets at which they can rebel and react negatively.
2. In the classroom the emphasis is on the positive and grading is not used. When evaluation is made the stress is on what has been accomplished rather than on what the student has not done.
3. Students are often allowed their choice as to materials they will read or study. Student's also are encouraged to participate in the planning of assignments and materials to be covered.
4. Students keep their own attendance in each class by signing in and out of class. Furthermore, good attendance is encouraged by placing emphasis on days attended rather than on days missed. Students also are urged to telephone the Center when they are going to be absent. However, little criticism is used when a student fails to attend or fails to follow through with a phone call.
5. The Student Advisory Committee (SAC) is a very important and legitimate unit at the Center. Composed of students representing each of the technical areas this committee has a real role in setting policy and directing the Center program.

VII. Pace

Observations

1. Many students find difficulty keeping with the pace of the conventional school program. For some it is two fast and for others it is too slow.
2. Often students express anxiety for a more realistic and relevant routine or school program. The 55 minute class period is not always appropriate.
3. Students have a "can't wait" attitude which conflicts with the pace of the regular school.

Procedures

1. High school credits are based on the amount of work completed rather than on a specific length of time in the classroom. Further, subject matter is often broken down into short instructional units and point systems and awards of merit are used to indicate progress toward high school credit. Short term assignments have been found to be one of the best motivational devices. If the student can see the end of the assignment or task, he is more likely to begin the work.
2. In some cases students are given blocks of work and allowed to progress as fast as possible. Also programmed materials which allow for independent study are frequently used.
3. There is an open door policy in each classroom. A student is allowed to come and go as he wishes. Also, the length of class periods are flexible and can be changed at the request of the student.
4. Counselors, social workers, and teachers make themselves available to the student on a drop-in basis.

PLANS FOR THE THIRTEENTH QUARTER

Curriculum

1. Publication of curriculum guides as they are completed.
2. Preparation for and conducting the summer school for senior high school students from Minneapolis schools.
3. More field trips and student activities planned during the summer months.
4. A small shop and foundry is being planned for the technical area.
5. A computer class for the six-week summer school.
6. Reorganization of the floor space of the entire technical area.
7. Some time to be allotted for teacher evaluation of the activities of the past year, as well as to prepare for the summer programs.

Counseling

8. A time to evaluate the counselor activities during the past year.
9. Determine whether counselor time and expertise can best be utilized in such functions as intake, outreach, pupil program planning, or in the areas of personal adjustment counseling, vocational guidance and group counseling.
10. Use of both individual and group techniques with students as they proceed in their programs at the Center.

Personal Service

11. More contact with parents as to the progress of their children.
12. Continued work with group procedures: Student Advisory Council; Sex Education Program; Follow-up of entering students.

Work Coordinators

13. Development of greater participation in the 26-week auto parts training program for our students.

14. More field trips to industrial and business settings.

15. A closer association with the U. S. Civil Service Commission in an attempt to place more students there.

16. Cooperation with the National Alliance of Businessmen in the placement of students in summer positions.

17. A series of experiments focused on maximizing job retention, school attendance while working, and the transfer of school goals to the job situation.

Research

18. Evaluate the Junicr High School program.

19. Summary of activities of the past fiscal year.

20. A detailed analysis of student attendance patterns using data on IBM cards.

21. Preliminary plans for the format and content of the four-year report on the WOC project.